SELECTED RESOURCES on ARTICULATION in EARLY CHILDHOOD EDUCATION

Comprehensive professional development systems for early care and education personnel are accessible and based on a clearly articulated framework; include a continuum of training and ongoing supports; define pathways that are tied to licensure, leading to qualifications and credentials; and address the needs of individual, adult learners. Enhancing a spirit of life-long learning is one goal of any professional development system; similar to this goal, a professional development system itself is never a finished product and should continually evolve and be refined to best meet the needs of the population it serves.

Within professional development systems there are several interconnected components. These components fall under five broad elements: 1) Funding; 2) Core Knowledge; 3) Qualifications and Credentials; 4) Quality Assurances; and 5) Access and Outreach. A one-page document that outlines and defines this simplified framework is available on the Web at http://nccic.org/pubs/goodstart/pdsystem.html or in PDF format at http://nccic.org/pubs/goodstart/pdsystem.pdf.

Pathways leading to qualifications, degrees, and credentials are components of the Qualifications and Credentials element of a professional development system. Such pathways include articulation agreements among levels of higher education. Some agreements set up jointly developed and delivered degree programs, e.g., between one or more community college(s) and one or more four-year college(s).

In the broadest sense, articulation extends beyond credit-granting institutions. Any agreements and/or infrastructure that facilitate a student's movement from one professional development level to another can be considered articulation. Credit for prior learning, typically defined as systems used by institutions of higher education for granting credit for learning acquired through life and/or work experiences, is at the heart of articulation. Successful creation of cumulative pathways for professionals requires the granting of credit for prior experience, training, credentials, courses, and degrees.

The following provides information about selected resources on the issues of articulation in early childhood education. These resources are organized in four sections: 1) Common Terms and Definitions; 2) General Overview; 3) Organizations; and 4) Additional Resources. Many of the provided resources are theoretical in nature. State-specific information is available in a companion document titled *State Articulation in Early Childhood Education*.

COMMON TERMS and DEFINITIONS

Associate of Arts in Teaching (AAT)—this degree parallels the first two years of teacher education at four-year institutions and may guarantee community college students who complete the degree full articulation into all of a State's public and private four-year institutions offering degrees in teacher education.

Common core—specific courses with defined content and outcomes that typically comprise the majority of the first two years of study at both two-year and four-year institutions; common core can be general (typically designed for students who have not declared a major) or have a specific focus such as early childhood.

Common course numbering—shared course names and numbers used at both community colleges and four-year institutions that facilitate the transfer of credits.

Course articulation—an agreement that identifies courses at a sending institution that are equivalent or comparable to specific course requirements at a receiving institution.

Credit for the CDA credential—the granting of college-credit for the Child Development Associate (CDA) credential awarded by the Council for Professional Recognition. The number of credits accepted for the credential varies by receiving institutions; the Council is working to standardize the amount of credits granted for the CDA credential.

Credit for prior learning—systems used by institutions of higher education for granting credit for learning acquired through life and/or work experiences; assessments of prior learning may include portfolio documentation, competency testing, or combinations of these or other methods.

Guaranteed admission—an agreement between two-year and four-year institutions that the successful completion of an Associate's degree program at the sending two-year institution guarantees acceptance into the receiving four-year institution, generally with full articulation.

Pathway agreements—agreements among institutions that establish a continuum of professional education
- **2+2:** a pathway agreement between a community college and a four-year university designed so that students can earn an Associate's and a Bachelor's degree without any loss of credits.
- **2+2+1:** a pathway agreement between a community college and university designed so that students can earn an Associate's, a Bachelor's, and a Master's degree without any loss of credits.
- **4+2+2:** a pathway agreement developed among a secondary school, community college, and four-year institution designed so that students can earn an Associate's and a Bachelor's degree without any loss of credit.

Program to program approach—agreements formed between individual institutions that guarantee the transfer of specific credits from identified programs at the sending institution to the receiving institution.

Institution to institution—agreements formed between individual institutions that guarantee the transfer of specific credits from the sending institution to the receiving institution.

Modularized workshops—typically community-based, credit-bearing series of workshops; provide continuing education units (CEUs) or college-credit for completion.

Receiving institution—the institution that is accepting the transfer student, program, courses, or credits.

Sending institution—the institution where programs, courses, or credits have been completed.

Shared courses and/or faculty—agreements between two- and four-year institutions to collaboratively provide specific courses or to use faculty from one institution to teach at the other.

Statewide approach—various models of this approach have been developed, all of which focus on the public higher education system as a whole rather than on an individual, program, or institutional level. In general, this approach is an agreement that guarantees transfer of credits from all State community colleges to public/State universities (and may include some or all independent institutions).

Transfer direction—"direction" of student's transfer process includes
- *upwardly vertical:* from two-year to four-year
- *reverse transfer:* from four-year to two-year
- *horizontal transfer:* from two-year to two-year or from four-year to four-year
- *swirling:* students whose transfers include all or various directions

GENERAL OVERVIEW

■ *The Early Childhood Challenge: Preparing High-Quality Teachers for a Changing Society* (June 2004), a White Paper of the American Association of Colleges for Teacher Education, outlines recommendations made by a focus council for the different constituents of the early childhood education (ECE) field, including professionals working with young children; schools, colleges, and departments of education (SCDEs); policy-makers; and the private sector. The report includes background data on the status of ECE and early childhood teacher preparation programs; main principles or goals for ECE; assumptions underlying early childhood teacher preparation programs; challenges and changing needs that call for program reforms, along with a series of recommendations that address the different challenges and needs; and a summary of recommendations in response to the increasing accountability requirements for SCDEs, and recommendations for policy- and decision-makers in the public and private sectors. The report states that:

A miscellany of institutions has historically carried out the preparation of ECE teachers and caregivers, resulting in fragmentation among multiple constituents. Not all of these institutions share the same goals or uphold the same standards for quality teacher preparation. (page 8)

New regulations have produced increased accountability demands for institutions, professionals, and the field. In order to adequately meet these demands, it is necessary that … SCDEs welcome and facilitate transfer of AAS [Applied Associate's degree], AA [Associate's degree], and CDA [Child Development Associate] students credentialed in ECE, establishing a pipeline for ECE teacher preparation and credentialing. (page 12)

This resource is available on the Web at http://www.aacte.org/Press_Room/ECEpaper.pdf

■   "Seamless Pipeline from Two-year to Four-year Institutions for Teacher Training" (January 2004), *Preparing Tomorrow's Teachers to Use Technology* Policy Brief, by Gina Shkodriani, published by the Community College Center for Policy, the Education Commission of the States (ECS), discusses the importance of improving the transfer and articulation of education majors from community colleges to baccalaureate programs. Community colleges can help increase the diversity of the teaching force because they have higher percentages of minority, low-income, and nontraditional students than four-year institutions. The report emphasizes that allowing education majors to start their training in community colleges will help ameliorate the growing national shortage of teachers. State examples are provided to illustrate how articulation can be approached. Without formal legislation, responsibility for successful articulation generally falls on two-year colleges instead of four-year institutions. Placing some responsibility for successful transfer of students on four-year institutions will generate more collaboration. Challenges to teacher education transfer policies include: limited teacher education resources, new and more complex teacher education accreditation standards, the quality of community college transfer programs, staff time and effort, and complicated certification requirements. Recommendations are offered for improving teacher education articulation.

This resource is available on the Web at http://www.ecs.org/clearinghouse/49/57/4957.pdf.

■   *Articulation and the Child Development Associate Credential: Understanding the Complexities and Efforts on Behalf of Students* (May 2003), by Karen Fite, Lorie Spencer, Marybeth Toomey, and Truyen Tran, for the Faculty Alliance: Head Start, Wheelock College, Pacific Oaks College, and American Associate Degree Early Childhood Educators (ACCESS) Partnership, is a report completed at the request of the Head Start Bureau. The report states:

Currently, there exists no centralized, comprehensive and accurate source of information on career paths for Early Care and Education Professionals beginning with CDA credentialing and proceeding through Associate and Bachelor's degree programs. (page 11)

This resource explores issues regarding the process of developing high-quality articulation agreements between two-year Early Childhood Education Associate of Applied Science (AAS) degree programs and four-year Early Childhood/Child Development Bachelor of Science (BS) or Bachelor of Art (BA) degree programs. Information from 31 States was used to assess the status of the functioning of both the Child Development Associate (CDA) credential and articulation. The barriers and issues involved in developing articulation agreements as well as the benefits of high-quality agreements are presented. The report also includes information about programs illustrating different approaches to articulation, such as a Statewide approach (**California**, **Montana**, **Connecticut**, **Maine**), a program to program approach (**Oregon**, **Illinois**, **Florida**, **Tennessee**, **New Jersey**), and a program design approach (**California**, **Hawaii**, **New Mexico**).

For additional information about the report, contact Lorie L. Spencer, Wheelock College at 617-879-2376 or e-mail Lspencer@wheelock.edu.

■   *Re-Visioning Articulation: Linkages in the Continuum of Students' Success* (2003), a Cantigny Conference Report, by the Wheelock College Institute for Leadership and Career Initiatives, funded by the McCormick Tribune Foundation, is a report of the conference proceedings, highlighting articulation problems that pose barriers to practitioners' educational goal formulation and progress. The report notes that this record of conference attendees' reflections and insights suggests possible steps and directions that policy-makers, training programs, educational institutions, funders, and early childhood practitioners can take and promote to improve transfer and articulation policies.

This report is available on the McCormick Tribune Foundation's Web site at http://www.mccormicktribune.org/education/revisioningarticulation.pdf.

The following seven papers were prepared as background discussion papers for the Revisioning Articulation Conference at Cantigny, October 23–25, 2002, sponsored by the McCormick Tribune Foundation:

1) *Revisioning Articulation: Linkages in the Continuum of Students' Success Overview Paper*, by Carol Sharpe;

2) *Using Portfolio-Based Assessment to Accelerate Credentialing*, by Cecilia L. McDaniel, Winston-Salem State University and Elizabeth Jones, Pacific Oaks College;

3) *Developing A Diverse Faculty Team: Eliminating the Barriers*, by Debra Sullivan, Praxis Institute for Early Childhood Education and Cecelia Alvarado, Wheelock College Institute for Leadership and Career Initiatives;

4) *Re-Visioning Articulation - Supportive Services That Promote Student Success*, by Loretta P. Prater, Southeast Missouri State University and Vicki Byrne, New Horizons Consulting, Inc.;

5) *Language as a Barrier to Student Success*, by Sally D. Curtis, Educational Consultant and Stephen Santos Rico, Chair, Child Development & Family Studies, City College of San Francisco;

6) *Students, Degrees, Diversity: A Case for Articulation*, by Bruce R. Stam, Chemeketa Community College, Salem, Oregon; and

7) *Higher Education Governance, Institutional Standards and Articulation*, by Dale Beckmann, Azaliah University, and H. Clay Whitlow, Evergreen Valley College.

As of December 31, 2003, the Wheelock College Institute for Leadership and Career Initiatives closed. The National Child Care Information Center (NCCIC) is a repository for all of the publications produced and disseminated by the Wheelock College Institute for Leadership and Career Initiatives. Many of these resources will be available through the NCCIC Online Library at http://nccic.org. For additional information, contact NCCIC at 800-616-2242.

■   *The Community College Role in Teacher Education: A Case for Collaboration* (June 2002), An Issue Paper of the American Association of Colleges for Teacher Education, prepared by Ana Maria Schuhmann, suggests that two-year colleges can play a role in the preparation of early childhood professionals and school paraprofessionals in nontransfer education programs. The paper highlights the emergence of the community college as a full provider of teacher education as a significant development in recent years. In response to the teacher shortage, a few community colleges are offering full programs of teacher education for candidates who already hold baccalaureate degrees. Recommendations are offered for collaboration between two- and four-year institutions to prepare quality teachers. Providing a seamless transition for prospective educators is key to increasing the number of those who complete a professional education program.

This resource is available on the Web at
http://www.aacte.org/Membership_Governance/communitycolleges.pdf

■   "Transfer and Articulation Policies" (February 2001), *ECS StateNotes*, by the Education Commission of the States (ECS), is a table of all the States with relevant information about legislation, cooperative agreements, transfer data reporting, incentives and rewards, a Web link to a Statewide articulation guide, common core, and common course numbering.

 This resource is available on the National Council of State Directors of Community Colleges Web site at
http://www.communitycollegepolicy.org/pdf/Transfer%20&%20Articulation%20Policies.pdf.
For additional information about the report, contact ECS at 303-299-3600, or on the Web at
http://www.ecs.org.

■   "Building Articulation Bridges to Support Degree Attainment" (2000), in *Linking Up*, by Carol Brunson Phillips and Deborah Jordan, published by Wheelock College Institute for Leadership and Career Initiatives, states:

> Right now, early childhood professionals face a variety of barriers as they pursue higher education degrees. Articulation is one of the most important barriers. In attempting to move smoothly from training and credentialing to associate's and

bachelor's degrees, most practitioners find the lack of shared standards and linkages—lack of bridges between institutions—means that they need to repeat training and course work, a costly and wasteful proposition. Moreover, where counseling and support for continued advancement through training are lacking, movement toward college degrees is further limited.

1. Wherever Child Development Associate (CDA) credential training is provided, it should be offered for college credits that can be used to transfer into degree programs;
2. College administrators and faculty should identify and eliminate articulation barriers between two- and four-year degree programs, with State and local policy-makers contributing to the discussions where needed;
3. Two-year institutions should build mechanisms to support early care and education students to meet the general education requirements of the degree program;
4. Two-year institutions with no existing form of early childhood career preparation should develop a degree track program and build within it preparation for the CDA credential;
5. The ongoing discussion of training needs in the early childhood community should be a collaborative, community-based exercise; and
6. Programs and CDA candidates who purchase training should choose institutions that offer credit-bearing training.

For additional information contact the Council for Professional Recognition (The Council) at 800-424-4310 or 202-265-9090. Additional information about The Council is available on the Web at http://www.cdacouncil.org.

ORGANIZATIONS

Early Care and Education Focus

■ **ACCESS: American Associate Degree Early Childhood Educators**
World Wide Web: http://www.accessece.org

ACCESS is a national nonprofit association whose purpose is supporting and advocating for Associate's degree programs that provide professional development to those who teach and care for young children from birth through age 8 across a variety of settings—public elementary schools, Head Start programs, child care centers and homes, and other community early childhood programs.

■ **Council for Professional Recognition**
2460 16th Street NW
Washington, DC 20009-3575
800-424-4310, 202-265-9090
World Wide Web: http://www.cdacouncil.org

The Council for Professional Recognition (The Council) works to improve the professional status of early childhood workers and helps to meet the growing need for qualified child care staff. The Council's mission is to emphasize the importance and to increase the recognition of

professionals who care for children from birth through 5 years of age in child care centers, family child care homes, and as home visitors. The following programs, operated by The Council, recognize competence in these professionals: the Child Development Associate (CDA) credentialing program; Head Start Fellowships; U.S. Military School Age Credential; and Reggio Children USA.

■ **National Association for Early Childhood Teacher Educators (NAECTE)**
World Wide Web: http://www.naecte.org

The purpose of this association is to promote the professional growth of its membership, to discuss the educational issues that are specific to its membership, and to advocate for improvements in early childhood teacher education. The organization aims to:
- Provide a forum for consideration of issues and concerns of special interest to educators of early childhood teachers.
- Provide a communication network for early childhood teacher educators.
- Facilitate the interchange of information and ideas about research and practice among its members and among other persons concerned with young children through its journal, conference program, resolutions, position papers, and other publications.
- Cooperate with national organizations concerned with the study and education of young children.

Teacher Education Focus

■ **American Association of Colleges for Teacher Education (AACTE)**
1307 New York Avenue NW, Suite 300
Washington, DC 20005-4701
202-293-2450
World Wide Web: http://www.aacte.org

AACTE is a national, voluntary association of colleges and universities with undergraduate or graduate programs that prepare professional educators.

■ **The Center for Community College Policy**
Education Commission of the States
700 Broadway, #1200
Denver, Colorado 80203-3460
303-299-3600
World Wide Web: http://www.communitycollegepolicy.org

The Education Commission of the States (ECS), in cooperation with the U.S. Department of Education, established the Center for Community College Policy to provide more information to State policy-makers on community college issues.

■ **Community Teachers Institute (CTI)**
1001 Connecticut Avenue NW, Suite 640
Washington, DC 20036
202-822-9150
World Wide Web: http://www.communityteachers.org

CTI is a nonprofit organization that encourages, creates, and supports partnerships among higher education institutions, public school districts, and community organizations, to improve the effectiveness of public education by increasing the number of high-caliber, culturally connected teachers in K–12 classrooms.

- **National Association for Community College Teacher Education Programs**
  National Center for Teacher Education at the Maricopa Community Colleges
  2411 West 14th Street
  Tempe, Arizona 85281-6942
  480-731-8760
  World Wide Web: http://www.nacctep.org

The purpose of the National Association of Community College Teacher Education Programs is to promote the community college role in the recruitment, preparation, retention, and renewal of diverse pre-K–12 teachers and to advance quality teacher education programs in community colleges.

- **Future Educators of America**
  Phi Delta Kappa International
  408 North Union Street, P.O. Box 789
  Bloomington, Indiana 47402-0789
  800-766-1156 or 812-339-1156
  World Wide Web: http://www.pdkintl.org/fea/feahome.htm

Future Educators of America (FEA) is a national program for middle and high school students interested in exploring careers in education. The administrative office of the FEA program is located at Phi Delta Kappa International, the professional education association.

- **National Board of Professional Teaching Standards (NBPTS)**
  National Office
  1525 Wilson Boulevard, Suite 500
  Arlington, VA 22209
  703-465-2700
  World Wide Web: www.nbpts.org

The mission of NBPTS is to advance the quality of teaching and learning by: maintaining high and rigorous standards for what accomplished teachers should know and be able to do; providing a national voluntary system certifying teachers who meet these standards; and advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

- **National Council for Accreditation of Teacher Education (NCATE)**
  2010 Massachusetts Avenue NW, Suite 500
  Washington, DC 20036
  202-466-7496
  World Wide Web: www.ncate.org

NCATE helps establish high-quality teacher, specialist, and administrator preparation. Through the process of professional accreditation of schools, colleges, and departments of education,

NCATE works to make a difference in the quality of teaching, teachers, school specialists, and administrators.

General Focus

■   **The Alliance for Equity in Higher Education**
    202-861-8223
    http://www.msi-alliance.org
The Alliance for Equity in Higher Education is a policy-based coalition comprised of the American Indian Higher Education Consortium (AIHEC), the Hispanic Association of Colleges and Universities (HACU), and the National Association for Equal Opportunity in Higher Education (NAFEO). The Alliance promotes greater collaboration and cooperation among colleges and universities that serve large numbers of students of color in order to enhance the nation's economic competitiveness, social stability, and cultural richness.

■   **American Association for Higher Education (AAHE)**
    One Dupont Circle, Suite 360
    Washington, DC 20036-1143
    202-293-6440
    World Wide Web: http://www.aahe.org
The AAHE aspires to be the organization that best enables all individuals, institutions, and stakeholders in higher education to learn, organize for learning, and contribute to the common good. AAHE is the membership organization that serves its members, other individuals, communities, and institutions in the higher education community by building their capacity as learners and leaders and increasing their effectiveness in a complex, interconnected world.

■   **American Association for Women in Community Colleges (AAWCC)**
    1202 W. Thomas Road
    Phoenix, AZ 85013
    602-285-7449
    World Wide Web: http://www.pc.maricopa.edu/aawcc
The AAWCC is guided in all of its endeavors by a firm commitment to equity and excellence in education and employment for women in community, junior, and technical colleges.

■   **The American Association of Community Colleges (AACC)**
    One Dupont Circle NW
    Washington, DC 20036
    202-728-0200
    World Wide Web: http://www.aacc.nche.edu
AACC is a member of "The Six" large, presidentially based associations and collaborates with a wide range of entities within the higher education community to monitor and influence Federal policy and to collaborate on issues of common interest. The association has ongoing interaction with key Federal departments and agencies including the U.S. departments of Labor, Education, Energy, Homeland Security, and Commerce and the National Science Foundation.

■   **Community College Research Center at Columbia University (CCRC)**

Teachers College, Columbia University
525 West 120th Street, Box 174
439 Thorndike Hall
New York, NY 10027
212-678-3091
World Wide Web: http://www.tc.columbia.edu/ccrc

The mission of the Community College Research Center is to carry out and promote research on major issues affecting the development, growth, and changing roles of community colleges in the United States. In addition to conducting research, CCRC works with community colleges, professional organizations, foundations, and government agencies in an effort to strengthen the research capacity both within the colleges and the broader community, attract new scholars to the field, promote discussion and debate about crucial and often controversial issues, and disseminate existing research.

■ **Council for Adult and Experiential Learning (CAEL)**
National Headquarters
55 East Monroe Street, Suite 1930
Chicago, Illinois 60603
312-499-2600
World Wide Web: http://cael.org

The Council for Adult and Experiential Learning (CAEL) is a national nonprofit organization which creates and manages effective learning strategies for working adults through partnerships with employers, higher education, government, and labor.

■ **Council for Higher Education Accreditation (CHEA)**
One Dupont Circle NW, Suite 510
Washington, DC 20036
202-955-6126
World Wide Web: http://www.chea.org

The Council for Higher Education Accreditation (CHEA) is a private, nonprofit, national organization that coordinates accreditation activity in the United States. CHEA provides a national voice for voluntary accreditation and quality assurance to the U.S. Congress and U.S. Department of Education, the general public, opinion leaders, students, and families; and is a representative of the U.S. accreditation community to international audiences.

ADDITIONAL RESOURCES

■ Many States have an early childhood education professional development Web site. A table with links to this information is available from NCCIC, in the document titled *State Early Care and Education (ECE) Professional Development Web Sites*. This document is under the Workforce and Professional Development topic of NCCIC's Web site in the Popular Topics section at http://nccic.org/pubs/goodstart/state-ece.html in HTML format, and at http://nccic.org/pubs/goodstart/state-ece.pdf in PDF format. The table highlights information provided on professional development system elements and components (including core knowledge, higher education directories, etc). Other general professional development and early childhood education information and resources may also be provided via the listed Web links.

■　*Latino Youth Finishing College: The Role of Selective Pathways* (June 2004), by Richard Fry, published by the Pew Hispanic Center, examines the disparities in college attainment between Latino and Caucasian college students by focusing on the differing fates of young people who graduate from high school with similar levels of academic preparation. Among the best prepared young college students, nearly 60 percent of Latinos attend non-selective colleges and universities, in comparison to 52 percent of Caucasian students. Latino youth with similar academic preparation are more likely to finish college if they attend a more selective college rather than a less selective one. It is suggested that significant numbers of Latino youth are not enrolling at more selective colleges and universities because they are not even applying. Some of the factors that determine Latinos' pathways through post-secondary education and their Bachelor's degree completion rates include: delayed enrollment in college, greater financial responsibility for family members, and living with family while in college rather than in campus housing.

This resource is available on the Web at http://www.pewhispanic.org/site/docs/pdf/The%20Role%20of%20Selective%20Pathways_formattedFINAL-06-23-04.pdf.

■　*The Transfer of Child Care Worker and Compensation Policy Across States: The T.E.A.C.H. Early Childhood® Model* (October 2003), by Janelle Kerlin, Elizabeth Reid, and Jennifer Auer, published by the Urban Institute, analyzes how the Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Project, is implemented by a nonprofit organization in another State. The experience of transferring the T.E.A.C.H. Early Childhood® Project to **Florida, Indiana, Pennsylvania,** and **Washington**, and lessons learned are outlined in the report.

This resource is available on the Web at http://www.urban.org/UploadedPDF/410890_TEACH_Report.pdf.

■　*NAEYC Standards for Early Childhood Professional Preparation: Initial Licensure Programs* (October 2001), *Associate Degree Programs* (July 2003), and *Advanced Programs* (July 2002), by the National Association for the Education of Young Children (NAEYC), are available on the Web at http://naeyc.org/faculty/pdf/2001.pdf; http://naeyc.org/faculty/pdf/2003.pdf; and http://naeyc.org/faculty/pdf/2002.pdf, respectively.

■　"Preparing the Workforce: Early Childhood Teacher Preparation at 2- and 4-year Institutions of Higher Education" (2001), in *Early Childhood Research Quarterly* Vol. 16, by Diane M. Early and Pamela J. Winton, published by Elsevier Science Inc., details an investigation of characteristics of early childhood teacher preparation programs at two- and four-year institutions through a survey of program chairs or directors. It presents findings on faculty characteristics, including racial makeup; course and practica requirements; comparisons between early childhood programs and the institutions as whole entities; challenges facing these programs; and, where appropriate, comparisons between two- and four-year schools. The report also includes information about articulation challenges. The discussion section of the report states:

4.5 *Articulation*

These data indicate that access to Bachelor's degree programs upon completion of an Associate's degree continues to be a problem because of articulation challenges. As described earlier, articulation refers to the policies, guidelines, and practices that allow students to transfer credits earned in one university or college to another. The majority of Associate's programs offer an Associate's in Applied Science (AAS). This is usually designed as a terminal degree and is not typically included in articulation agreements that guarantee a smooth transition of students from 2-year to 4-year programs (Cassidy, Hestenes, Teague, & Springs, 2000). This creates roadblocks for early childhood personnel graduating from AAS programs who want to pursue 4-year degrees. Because 4-year programs typically have some leeway within the policies and guidelines set by their universities in terms of decisions about accepting credits, the motivation of faculty to address articulation problems is an important factor. Our data indicate that faculty in 2-year programs are more aware of this challenge than are their colleagues in 4-year programs, suggesting that faculty awareness in 4-year programs may be a roadblock to making needed changes. (pp. 300–301)

4.8 *Implications for policy*

4.8.3 *Attention must be paid to articulation issues*

One of the strategies that would help increase the racial/ethnic diversity of faculty in early childhood teacher preparation programs is to increase the diversity of students who are on the early childhood leadership career pathway. Clearly, diversity among faculty cannot increase until diversity among Bachelor's and Master's students increases as these degrees are necessary to become faculty members. One way to help students move up the career ladder is to address the articulation problems mentioned earlier, whereby transfer of credits from 2- to 4-year institutions is difficult, discouraging community college students from continuing their education. Community colleges have more diverse student populations than 4-year colleges and universities. More than 50% of all students of color who are engaged in postsecondary education are enrolled in community colleges [compared to 38% of White students] (Kee & Mahoney, 1995). Thus the community colleges could be a natural source of diversity, if articulation agreements made it easier for students to make the transition to 4-year programs. Two-and 4-year faculty members need opportunities to build relationships in order to promote collaboration across campuses and to share strategies for meeting the challenges of diversity. (pp. 302–303)

Information about *Early Childhood Research Quarterly*, including ordering information, is available on the Web at http://www.elsevier.com/inca/publications/store/6/2/0/1/8/4.

■   "Preparing the Workforce: Early Childhood Teacher Education Programs Need Support" (April-May 2001), in *NCEDL Spotlights* No. 33, by the National Center for Early Development

and Learning, is based on "Preparing the Workforce: Early Childhood Teacher Preparation at 2- and 4-year Institutions of Higher Education." This resource is available on the Web at http://www.fpg.unc.edu/~ncedl/PDFs/spot33.pdf.

■   "Evaluating State-Level Articulation Agreement According to Good Practice" (Winter 2000) in *Community College Review*, by Jan M. Ignash and Barbara K. Townsend, published by the North Carolina State University, Department of Adult and Community College Education, discusses the major issues and evaluates the practices associated with Statewide articulation and transfer agreements. State efforts are rated according to a specific methodology.
This resource is available on the Web at
http://www.findarticles.com/p/articles/mi_m0HCZ/is_3_28/ai_72685308.

■   The *National Directory of Early Childhood Teacher Preparation Institutions* (2000), 4th ed., by the Council for Professional Recognition and the National Center for Early Development and Learning (NCEDL), contains listings for nearly 1,400 two- and four-year colleges. The directory notes that the goals of the survey were to describe existing early childhood teacher preparation programs in their communities and States, in terms of key variables related to faculty, students, and curriculum; and in some instances compare these programs with the overall status of their parent institution and the challenges that early childhood faculty face in meeting the professional development needs of the early childhood workforce.

The directory is organized alphabetically by State and city. For each city listing, the directory includes the name of the school, contact information, and the early childhood specialty area (i.e., infant/toddler, preschool, school-age, etc). Institutions offering CDA training and distance learning programs are also identified. The directory states:

> Please note that institutions that offer a CDA training program develop their curriculum independent of the Council's participation or endorsement. Individuals choosing to study in these programs are responsible for ensuring that the training they pursue meets the educational requirements stated in the Child Development Associate Assessment System and Competency Standards book. (page ii)

This resource is available on the Web at http://www.cdacouncil.org/home/ndir.htm. For additional information, contact the Council for Professional Recognition at 800-424-4310 or on the Web at http://www.cdacouncil.org.

■   *Transfer and the Public Interest (A Statement to the Community)* (November 2000), by the Council for Higher Education Accreditation (CHEA), is a statement addressed to institutions, accreditors, and national higher education associations seeking to maintain and enhance conditions of transfer for students. It seeks to energize the ongoing national conversation about transfer decision-making, setting into motion a more open and accountable transfer process.

This resource is available on the Web at http://www.chea.org/pdf/transfer_state_02.pdf.

■   *Educating the Emerging Majority: The Role of Minority-Serving Colleges & Universities in Confronting America's Teacher Crisis* (September 2000), a report from the Alliance for Equity in Higher Education, prepared by the Institute for Higher Education Policy, examines the

unique and vital roles that minority serving institutions (MSIs) play in expanding the pool of minority educators and the challenges they face in educating teachers of color. Specific teacher education programs at Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities are profiled to demonstrate some of the different approaches these institutions have used to prepare qualified teachers of color. Public policy recommendations are offered, proposing solutions targeted on the needs of MSIs that may have widespread application to other institutions as they attempt to address the teacher shortage.

This resource is available on the Web at http://www.ihep.com/Pubs/PDF/FinalTeacherED.pdf.

■   *Powerful Partnerships: A Shared Responsibility for Learning* (June 1998), a joint report by the American Association for Higher Education, the American College Personnel Association, and the National Association of Student Personnel Administrators, describes 10 principles about learning and how to strengthen it. By applying these principles to the practice of teaching, the development of curricula, the design of learning environments, and the assessment of learning, more powerful learning will be achieved. Collaborations between academic and student affairs personnel and organizations have been especially effective in achieving better learning for students. Partnerships are advocated to serve the goals of learning.

This resource is available on the Web at www.aahe.org/assessment/joint.htm.

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